

THE SEEING SAFARI

- AIMS:**
- to help the students learn to **'SEE'**, i.e. to see **more** than the mere physical presence of objects
 - to develop further a **VOCABULARY** about colour on all levels of awareness — physical to abstract

Go on a safari in the schoolyard or down the road. Take your camera — with colour film in it — to collect resources. Simply point out and discuss the colours around you. How many different greens can you see? Is the sky the same blue all over? Are tree trunks really all brown? Are all leaves green? Where is the brightest colour? Who can see some puce? [Oxford dictionary: flea-colour, purple-brown.] On the same day or another occasion give students a piece of coloured cloth or paper and send them on a colour hunt to find something that matches, or nearly matches. One or two students could do this.

START COLLECTING THE WORDS USED! See pp. 29, 30.



... just greens!

INTRODUCE SOME NEW WORDS —

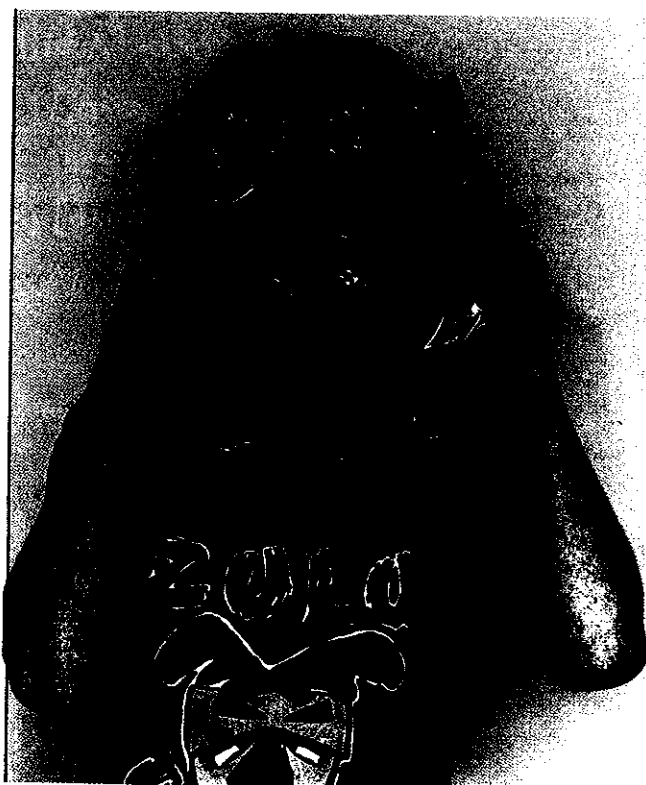
eg. bold, murky, delicate, subtle, muted

WRITING ABOUT COLOUR

* let's add colour to our words

IMPORTANT! Try to saturate the students with interest in colour before asking them to write about it. The following exercise is a starting point.

- Give each student a square [approx 15cm²] of yellow, blue and red cellophane. Look around the room through each colour and with one colour superimposed over another to see the colour "mixes". Now venture outside and see the trees in blue and the clouds in green ... See Activity 23, p. 40.



a) Find some colour **similes**...

"as red as a rose", "as grey as a ghost".

Make up some of your own ... "as red as a rooster in a rotisserie", "as blue as a blow-fly in an ice-cube", "brown as a farmer's boot" ~ "night, like a black coat", "snow, like steaming white porridge".

b) Take these similes a step further for the older students ~ "night, like an undertaker", "snow, steaming like a winter's breakfast, or as **metaphors** - "night, the undertaker", "ski-ing in porridge".

c) Students could write their own **fables**. "How the snow came to be white", "How the Crow Came to be Black", "How the Sink came to be Pink".

d) Make up **stories** that feature colour. Check through the colour-intense subjects on the page opposite to start ideas flowing. These stories would lend themselves well to illustration in colour. This would also be a good opportunity for the students to study techniques of colour illustration in books.

poetry

WRITING ABOUT COLOUR

- e) Have an **anthology search** to find phrases or lines in which the poet has used colour words or colour - intense imagery. Try "My Country" by Dorothea McKellar [Aust.], "Bellbirds" by Henry Kendall [Aust.] and poems by Dylan Thomas [Welsh] and Gerard Manly Hopkins [Eng.]. Check anthologies first before expecting children to wade through volumes, finding nothing. The Librarian will help.
- f) Make up **poems** with each line starting with a colour, or a **haiku** about colour. Find some books of haiku. All these could be used with displays.
- g) Make up some **rhyming couplets** [Find some by Alexander Pope, the English poet.] The children can relate these easily to their own world —

When I eat stew,
I turn a bright hue.

Colours sailing against the light,
The wind has blown away my kite.

Here are some colour-intense **SUBJECTS** for writing and painting.

BRIGHT COLOURS

carnivals
fairs
festivals
fêtes
flea markets
harlequins
clowns
Kaleidoscopes
patchwork quilts
chameleons
flags
Joseph's coat
stained-glass
flowers
parrots
opals
coral reefs
reef fish
fashion parades
street parades
merry-go-rounds

fireworks
summer beaches
jewellery boxes
treasure chests
spinnakers
disco nights
Spring

DULL COLOURS

floods
evening
rubbish tips
wharves
doves and pigeons
mid-day bushlands
old city laneways
industrial sites
tyre factories
second-hand shops

WARM COLOURS

pumpkins and carrots
sunflowers
custard pies
bush fires
Summer
Autumn leaves
deserts
fireplaces
campfires
furnaces
spaghetti bolognaise

COOL COLOURS

rainforests
lily ponds
leprechauns and shamrocks
frogs
Winter
cucumbers and lettuces
Botanical Gardens

COLLECTION AND DISPLAY OF WORDS

* This is a **'BIG' MOMENT** ~ a tally of the vocabulary that has been collected so far.

LET'S CHECK AND ORGANISE A READY-REFERENCE BANK FOR THE FUTURE

Collect all the words and good phrases USED, HEARD or SEEN and add any more you wish from

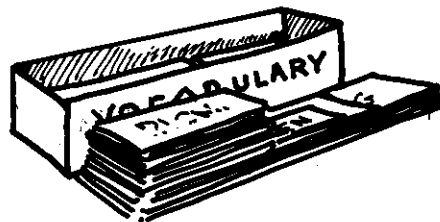
- your collected list
- a dictionary
- the Art program
- a thesaurus

OR

memory



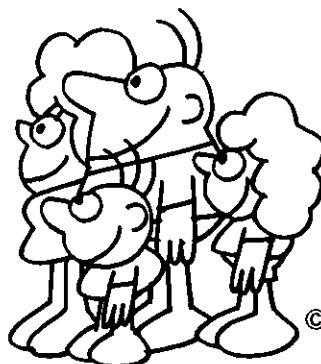
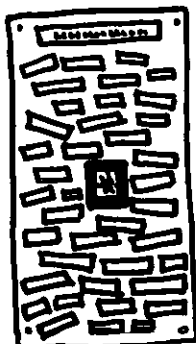
BEST IDEA...If you haven't already done so, put these words onto WORD CARDS for future resources, displays, and so on.



SEE NEXT PAGE.

Now

DISPLAY
ALL THE
WORDS AND
GOOD PHRASES
FOR THE CLASS
TO SEE.



COLLECTION AND DISPLAY OF WORDS

some words related to colour

hue
tint
shade
neutralized
greyed
intensity
value
tone
pure
bright
dull
cool
hot
warm
cold
dark
light
graded
variegated

monochromatic
neighbouring
adjacent
analogous
contrasting
complementary
harmonious
discordant

Primary
Secondary
Tertiary

pale
soft
fresh
bold
loud
clashing
gaudy
riotous
festive
garish
harsh
flamboyant
hard

like a ...
carnival
raw steak
custard

clean
vivid
glossy
matt
lustrous
iridescent
burnished
raw
opalescent
luminous
opaque
transparent
faded
strong
weak
plain
deep
intense
shimmering
dazzling
brilliant
radiant
sparkling
glowing

metallic
rusty
earthy
electric
nocturnal
dusky
pastel
kaleidoscopic
emphatic
lively

glorious
sunny
fiery
lucid
scintillating
wishy-washy
showy
eerie
melting
quiet
rich
delicate
fragile
dreary
drab
striking
startling
sombre
murky
subtle
wan
sickly
pallid
shrieking
florid
muted
mellow
ashen
anaemic

gentle
royal
feminine
imposing
insipid
depressing
oppressive
aggressive
violent
threatening
sinister
foreboding
mundane
hypnotic
happy

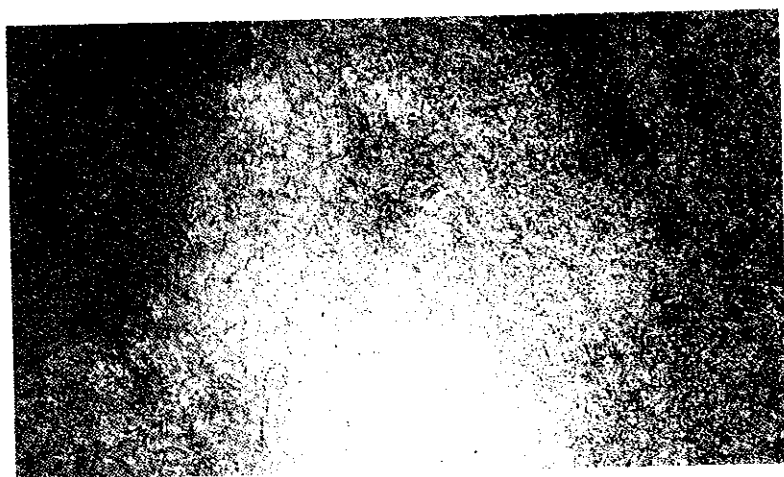
like ...
mulberries
canaries
parrots
Arabian Nights

DIRECTED EXPERIENCE

exploring techniques



YEAR 2



SGRAFFITO: Cover paper with thick Craypas. Paint over thickly and scrape into while wet. [Top left]

GLAZING: Rub paint into paper with rag/tissue. Rub in other colours over the top. [Some papers are too absorbant or glossy.] [Above]

PRINTING: Press fingers or object into paint. [Top right]

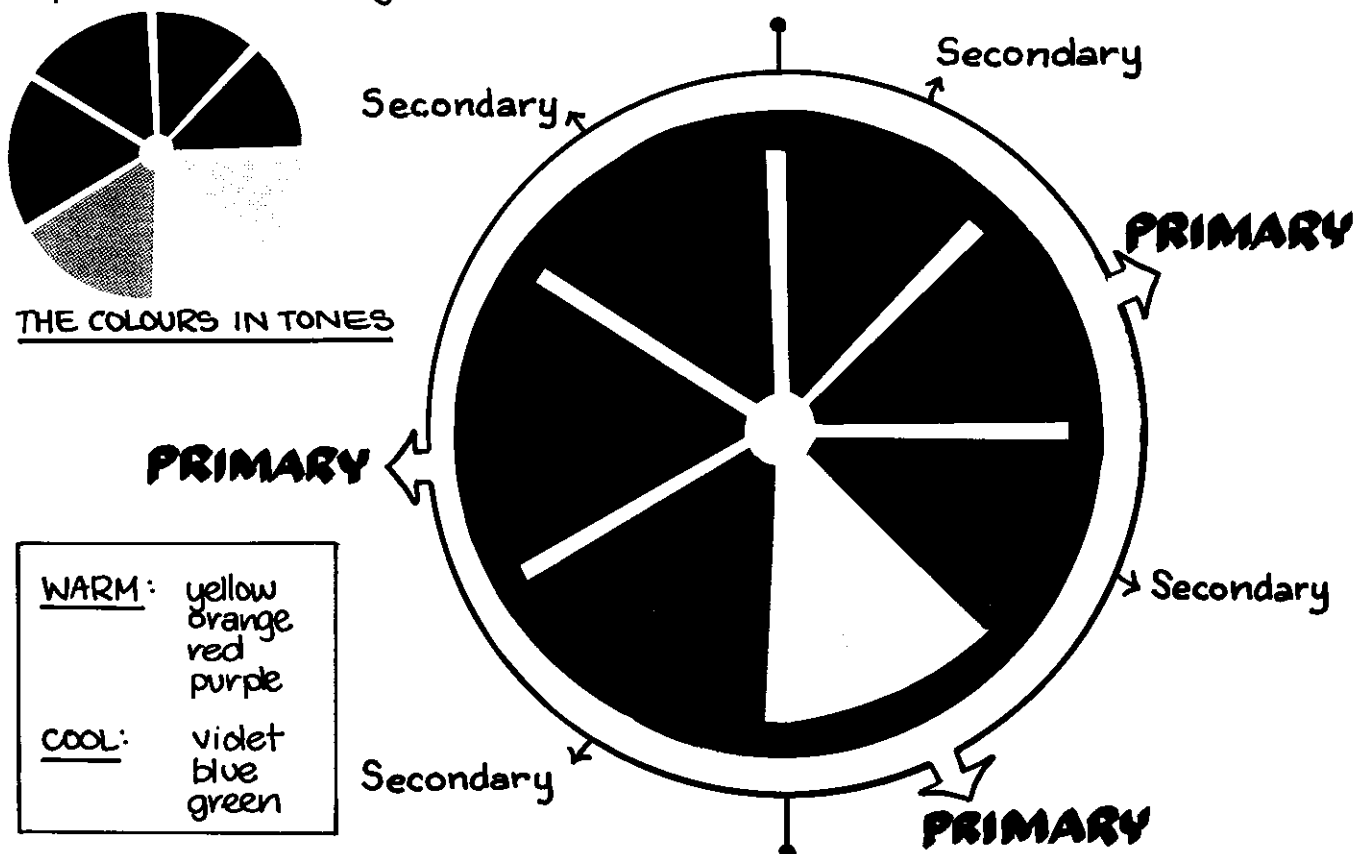
PRINTING with paint on rag/tissue. [centre right]

SCRAPING with other end of brush into paint, and
SPATTERING paint from stiff bristles. [Right]



A COLOUR WHEEL

Students of every Year level can cope with colour study knowledge, if it is presented as LANGUAGE TO ACCOMPANY ACTIVITY. If the students find some terms or concepts difficult, don't labour the point — leave it for later, another year perhaps. Just ensure they can manage the associated practical work.

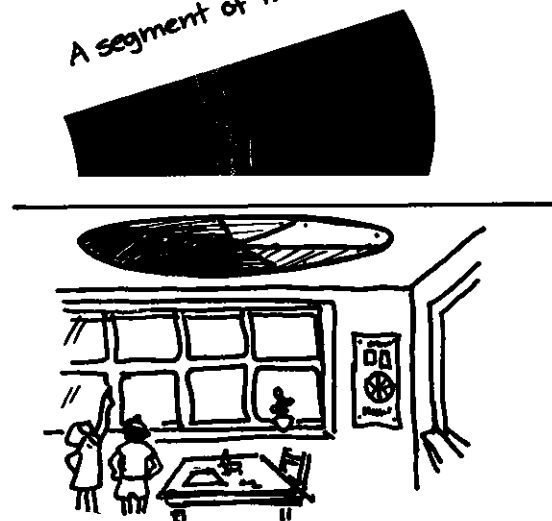


ALL THE COLOURS ON THE WHEEL ARE HUES, colours at their brightest, their highest intensity. Take the Primaries straight from the Chromacryl containers. Mix these to make the Secondary colours. Paint each colour separately. Cut into wedges and assemble the wheel.

a) **Paint** a huge colour wheel, or several small ones, and attach to the ceiling or high on a wall, for ready reference.

b) Everyone loves to paint **rainbows!** The colour wheel is just a segment of the rainbow bent around. Don't worry about the correct order of colours for young children.

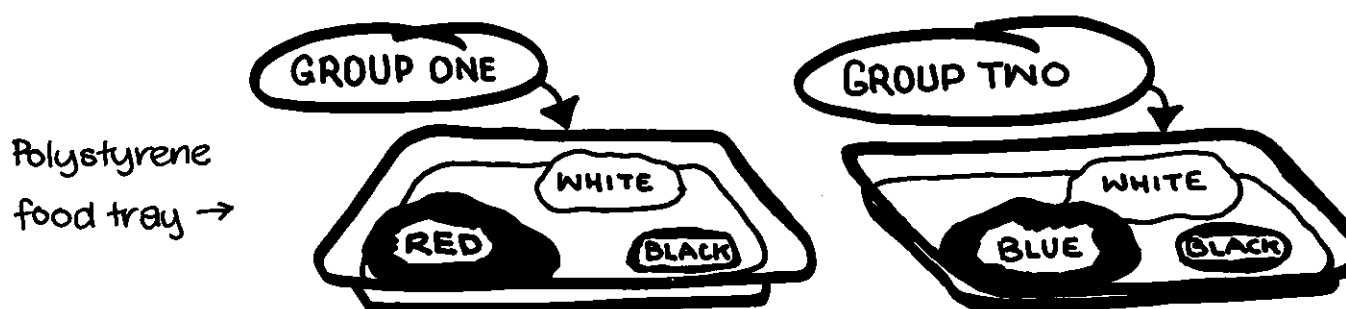
A segment of the spectrum



COLOUR MIXING**monochromatic colour scheme**

The aim is to experience mixing **tints, shades** and **greyed** colours to make **MONOCHROMATIC** colour schemes. [MONO: one alone, CHROMA: colour]

The class can work in two groups, one using reds and one using blues. Set the paint out as below on palettes or trays, one between two students.



N.B. When yellow acrylic paint is mixed with black, chemical reactions cause it to turn green rather than dark yellow, as in yellow ochre. Because of this, it is better to omit it from this activity. This could be explained to the students.

YEAR 4



SHOW STUDENTS HOW TO MIX PAINT...

"Mix a little of this with a little of that on the palette, paint it on, scrape an extra back onto the palette, wash the brush in water, dab it on the rag, and start again."

TINT HUE + WHITE

SHADE . . . HUE + BLACK [a little]

GREYED . . . HUE + GREY [black + white]

So, if using RED . . . RED, PINKS, MAROONS, MURKY PINKS AND MURKY MAROONS, with BLACK, WHITE, GREYS = a MONO-

CHROMATIC COLOUR SCHEME. If painting a picture rather than a design, here are some suggested subject starters: BLUES: rainy day, storm, surfing, under-water, dream, remembering. REDS: desert, bush-fire, heat-wave, fire-works, Mars landscape, fear.